

The Canada School Journal.

VOL. XI.

TORONTO, JUNE 1, 1886.

No 11.

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THE CANADA SCHOOL JOURNAL.

An Educational Journal devoted to Literature, Science, Art, and the advancement of the teaching profession in Canada.

—o—TERMS.—o—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

We regret that, owing to some misunderstanding or mis-carriage of the mails, the Literature paper did not come to hand in time for this issue.

A mistake to be carefully guarded against by every one who aspires to be a true teacher is what Rev. W. Hales has recently called the Didactic Disease—*i.e.*, telling instead of teaching. A cardinal principle in the philosophy of teaching is never to tell a pupil that which he is capable of finding out, or thinking out, for himself. The first work of the educator is to create, or simulate, a healthful desire to know; the second, to direct the learner in the way to get the knowledge. To these a third may be added, though it is perhaps included in the second—to test and teach the student to test the genuineness of the knowledge, and make sure that it has become in reality the property of the learner, by being thoroughly digested and made a part of his own thought.

In the last remark is involved, we believe, the answer to the vexed question in regard to the sphere and utility of examinations. Examinations of the right kind are, no doubt, invaluable in educational work. But no examination is of the right

kind which aims simply at discovering how much the pupil can remember and reproduce of the text-book he has studied or the lectures he has attended. To aim at finding out how much knowledge the pupil has gained of the subjects dealt with in text-book or lecture, and how much clear thinking he has done in connection with it, is not only legitimate, but highly beneficial in many respects. We are not sure that the day may not come when entrance examinations of all grades, and especially the higher, will be conducted without reference to any special preliminary course, or to anything except the candidate's present stage of mental development.

We may be behind the age, but we must confess to a good deal of sympathy with the doubts lately expressed by a physician in *Intelligence*, as to whether young children should be taught structural physiology to any extent. The leading facts of hygiene, so far as they may be considered established and of practical value, should certainly be made known to them. And as we have no faith in mere didactic or authoritative instruction, we think the scientific basis, or proof, of the facts should as far as possible, be given along with them. But there can be no doubt that the habit of turning the mind's eye inward and watching the various anatomical and physiological processes, by which nature builds up the system and enables the various members of the human frame to perform their functions, is often distinctly injurious. The person who consciously refers every little discomfort or pain to its source in the digestive, or other organs, is on the highway to dyspepsia or something worse. Not only is the habit deleterious in itself, but in the case of many real or fancied invalids, who like to talk about their symptoms, it often becomes positively afflictive to others. Here if anywhere is a case in which we may be pardoned the stale quotation "Where ignorance is bliss," etc.

What shall we do with our North-West Indians? is one of the most important and most difficult, among many important and difficult questions now before the people of Canada. We mistake. We fear this question is not now before the people of Canada, though, unquestionably, it ought to be. That is, we fear they are not studying it, feeling its urgency, and conscientiously resolved on giving it the best possible solution. A few earnest Christian men and philanthropists who are in positions which bring home to them the evil and danger of the present system, are striving to arouse a deeper interest in the public mind, but their success is not very encouraging. The great majority are so absorbed in their own struggle for existence, that they fail to give any thought to the infinitely worse condition of the poor wretches whose game the white man has driven away, and whose lands the government and people have appropriated. The tendency is to leave the matter in the hands of the Executive, and its agents, though that Executive has its hands too full of matters nearer home to give the poor